

Overview

With this lesson students will learn about contributions made by the Progressive Movement in Kansas. Students will work in small groups to read parts of a Kansas law passed during the Progressive Era and will complete a graphic organizer summarizing the contributions. This lesson is intended to take one class period to cover the basic contributions of the Progressive Movement. In order to fully meet the Reading and the Civics and Government standards a second class period is needed to focus on the text features of a bill. As an extended activity students can test what they have learned about each law by playing the Legal Dare game. The game requires one to two additional class periods.

Standards

History:

Benchmark 4, Indicator 3 The student explains the accomplishments of the Progressive Movement in Kansas (e.g., election and government reforms, labor reforms, public health campaigns, regulation of some businesses).

Civics and Government:

Benchmark 3, Indicator 4 The student describes how citizens, legislators, and interest groups are involved in a bill becoming a law at the state level.

Reading:

Benchmark 3, Indicator 1 The student determines meanings of words or phrases using context clues (e.g., definitions, restatements, examples, descriptions, comparison-contrast, clue words) from sentences or paragraphs.

Benchmark 4, Indicator 2 The student understands the purpose of text features and uses such features to locate information in and to gain meaning from appropriate-level texts. [This lesson focuses on text features in Technical Reading.]

Objectives

Content:

- The students will understand the purpose of the laws passed by the Kansas Legislature during the Progressive Movement in Kansas.

Skills:

- The students will use text features to understand how to read a Kansas law.

Essential Questions

- What did politicians in the Progressive Era in Kansas hope to achieve with the laws they passed?
- In what ways did Kansas lead the way to national change during the Progressive Movement?

Activities

This activity uses the following *Read Kansas* cards:

- The Progressive Movement's Impact on Government and Election Reform
- The Progressive Movement's Impact on Labor Reform
- The Progressive Movement's Impact on Public Health Reform
- The Progressive Movement's Impact on Business Regulation

Day 1

1. Tell students that they will be learning about a reform movement that took place at the turn of the 20th century. The Progressive Movement continued the changes started by the Populist movement. It existed both in Kansas and nationally. Several of these changes happened first in Kansas and later became federal laws or policies.
2. Divide students into at least four groups. Each group will receive one of the four *Read Kansas!* cards and each student will receive a copy of the **Progressive Contributions** graphic organizer.
3. Explain to students that the *Read Kansas!* card they have is a review of some of the changes made by the Progressive Movement in one of the four areas being studied. (Note that the introductory paragraph of each card is identical so all students will read basic context information about the Progressive Movement.)
4. Have students read the cards and discuss them in their groups. Students should complete the appropriate section on the **Progressive Contributions** graphic organizer that corresponds to the card they are reading.
5. Create an overhead transparency of the **Progressive Contributions** graphic organizer. Have each group report what it learned as they read the card and summarize that information on the **Progressive Contributions** overhead. Groups having read the same card can add additional information to what the first group reports. Leave space to add more information on Day 2.
6. As groups report, have each student complete the remaining sections of his or her graphic organizer using the information that was presented by other groups.
7. On a separate paper, have each student write an "exit ticket" listing two accomplishments of the Progressive Movement in Kansas to serve as an evaluation of the day's lesson.

Day 2

1. Use the **Progressive Contributions** overhead transparency to review what students learned previously about the contributions made by the Progressive Movement in Kansas. Explain to students that they will learn how to decipher the "code" of a Kansas law passed during the Progressive Movement. Remind students that some of the laws passed by the Progressives have been amended or repealed since they were originally passed.
2. Make an overhead transparency of **How to Read A Session Law** (page 5). Explain to students that each section of a law has a purpose. Point out that these sections are differentiated by text features. (Explain that the law about cigarettes was repealed and is no longer a Kansas law. Cigarette sales to minors, however, are still illegal.)
3. Discuss the purpose for each section of the law. Explain to students that it is easier to understand a law if they read each section by itself and determine the purpose of that section before moving on. The section's purpose is usually one of the following:

- defines terms used in the law (not all laws have a definition section)
 - explains why the law exists
 - outlines penalties and defines who enforces the law
 - shows the law's relationship to existing laws
 - repeals an existing law
 - separates an existing law into parts in order to repeal parts of it
 - dictates when the law takes effect
4. Have students again break into the four groups. Each group will dissect one state law passed during the Progressive Era. Provide each group with one of the four laws on pages 8-11. Each group should have a different reform category than what it studied on Day 1. Provide each group with a copy of each of the two graphic organizers: **Dissecting a Law** and **What Do Those Words Mean?**
 5. With the overhead transparency **How to Read a Session Law**, explain that each group is to identify details in the law that reflect the beliefs of the Progressive Movement. Students should think about and discuss the purpose for each section of the law to help them understand what that law says and does. Have students use the **Dissecting a Law** graphic organizer to organize their findings. (Note: Not all of the four laws have enough sections to complete every puzzle piece on the graphic organizer.)
 6. As students read the law, they may encounter new words or phrases. Encourage them to use the **What Do Those Words Mean?** graphic organizer. Use this as a reference to discuss with each group while students are studying the Session Law assigned to them.
 7. Have each group report to the class what it learned about its law. Students can use the **Dissecting a Law** graphic organizer to do so.
 8. On the **Progressive Contributions** overhead transparency from Day 1, record these points. Use bullet points or different ink colors on the overhead so students can compare these new findings to what was previously recorded. Discuss how these laws addressed and brought about changes that the Progressive Movement reformers felt needed to be made in Kansas.

Extended Activity:

1. Explain to students that they will divide into two teams to play the Legal Dare game to test their knowledge of the Progressive Movement laws and actions.
2. To play the game students will need to know the title of the law they studied and the category of Progressive reform associated with that law. For example, the "Concerning Primary Elections" law is from the category of Government and Election Reform. Team members will use this information to answer the game questions. There will be only four possible answers to every question in the game. If necessary students may write the title of their law and the associated reform category onto an index card to hold during the game. The possible answers are:
 - **Concerning Primary Elections (*Government and Election Reform*)**
 - **Prohibited in Certain Employment (*Labor Reform*)**
 - **Prohibiting Expecting or Spitting in Public Places (*Public Health Reform*)**
 - **Relating to Bank Depositors' Guaranty Fund (*Business Regulation*)**
3. Divide each of the four study groups in half. One half of the study group goes to Team A. The other half goes to Team B. Each team will be composed of students who have studied each of the four laws.
4. There are four rounds in the game with two questions per round. (Extra questions have been included if they are needed.) Set a time limit to answer the questions

according to student capabilities (e.g., 30 seconds, 1 minute, etc.). Each team will keep track of its own point score.

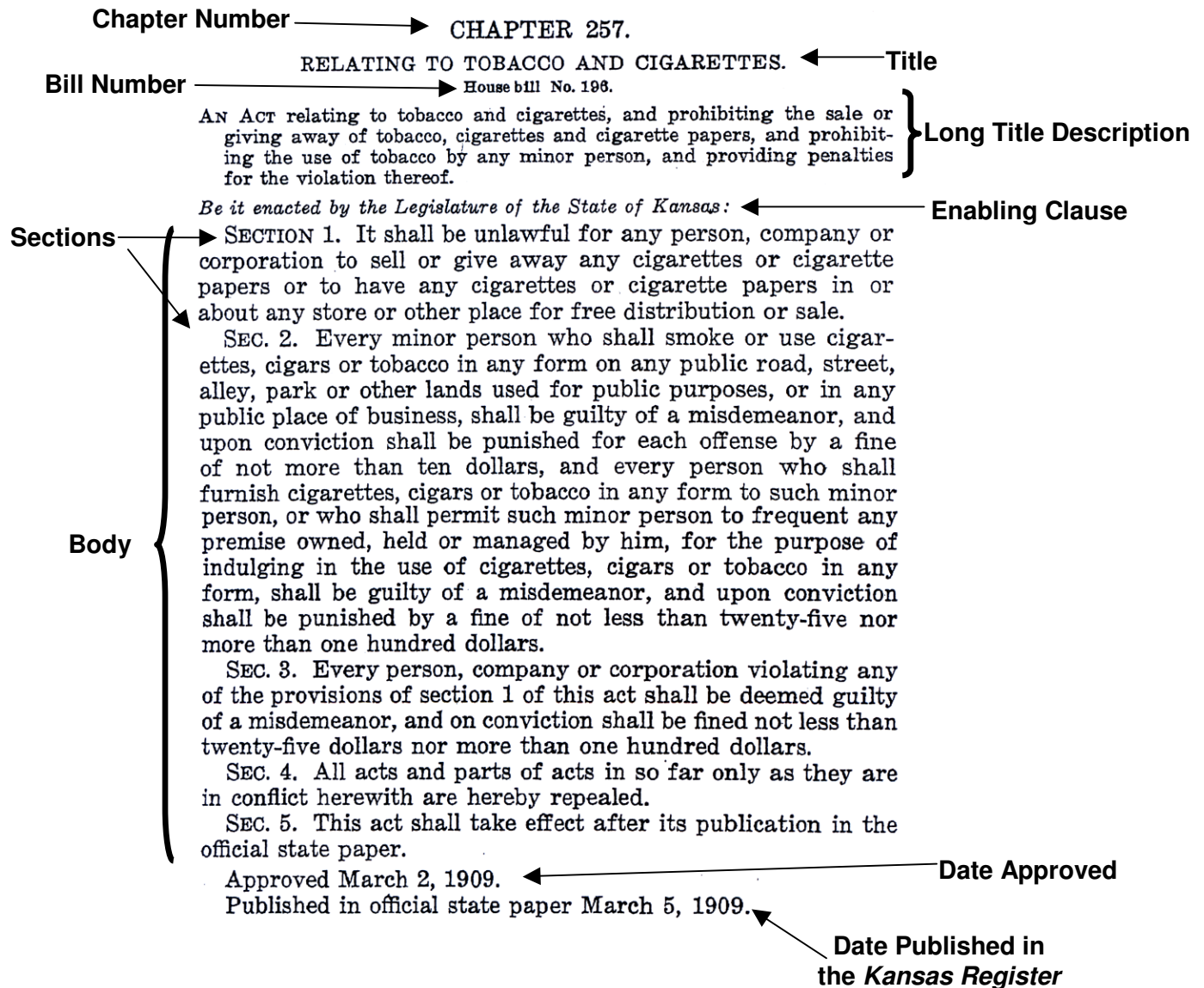
5. Each team will select a spokesperson. Only that person is allowed to give the answer. Other team members will “feed” the answer to that spokesperson. If someone other than the spokesperson gives the answer, the points for that question are awarded to the opposing team.
6. The object of the game is to gain as many points as possible. Each team will have to decide if it knows the answer to the question and wants to answer directly or send the question to the opposing team. If the team members are certain they know the answer they can take a chance that the opposing team does NOT know the answer. Then the opposing team either loses points or passes the question back to the original team for triple points.
7. Flip a coin to determine which team will start. The questions in the first round are worth 10 points each. Ask the first question. The receiving team must respond within the time allotted. Team members may **answer** the question, or they may “**Double Legal Dare**” the other team.
 - a. If they answer the question **correctly**, they **receive 10 points**.
 - b. If they answer **incorrectly**, they **receive zero points**. (The only time an incorrectly answered question does not LOSE points is on the first opportunity to answer it.)
 - c. If the team decides to “**Double Legal Dare**,” it is **passing** the question to the opposing team.
8. When a team declares a “Double Legal Dare” the opposing team has two choices. It may answer the question or it may “Pass.”
 - a. If the team has answered the question correctly it **receives double points** (20 points for a 10-point question).
 - b. If the team answers incorrectly, it **loses points equal to the value of the question** (lose 10 points for a 10-point question).
 - c. If the team elects to “Pass,” it is sending the question back to the first team.
9. If the second team decides to “Pass” the question, the first team is **obligated** to answer or it will lose triple points.
 - a. If they answer the question correctly, they **receive triple points** (30 points for a 10-point question).
 - b. If they answer incorrectly, they **lose triple points** (30 points for a 10-point question).
10. For the second question, ask the team opposite the starting team and alternate questions throughout the game.

Assessment

1. Evaluate the students’ ability to complete the **Progressive Contributions** graphic organizer.
2. Evaluate the students’ ability to write two contributions of the Progressive Movement in Kansas (students’ “exit tickets”).
3. Evaluate the students’ ability to complete the **Dissecting a Law** graphic organizer.

How to Read a Session Law

Session Laws, 1909



Legal Dare Questions:

The correct answer will be the **law title** and the **category** of reform that law addresses and must include both parts to be correct. Answers will be one of the following:

- **Concerning Primary Elections (*Government and Election Reform*)**
- **Prohibited in Certain Employment (*Labor Reform*)**
- **Prohibiting Expectorating or Spitting in Public Places (*Public Health Reform*)**
- **Relating to Bank Depositors' Guaranty Fund (*Business Regulation*)**

Round 1: (10-point questions)

1. What law explains when a child can work?

Answer: Prohibited in Certain Employment (*Labor Reform*)

2. What law tells people not to dry sweep?

Answer: Prohibiting Expectorating or Spitting in Public Places (*Public Health Reform*)

Round 2 (20-point questions)

1. What law secures deposits?

Answer: Relating to Bank Depositors' Guaranty Fund (*Business Regulation*)

2. What law tells how to print a primary ticket?

Answer: Concerning Primary Elections (*Government and Election Reform*)

Round 3 (30-point questions)

1. What law tells when money is guaranteed?

Answer: Relating to Bank Depositors' Guaranty Fund (*Business Regulation*)

2. What law tells the State Board of Health to enforce the placement of cuspidors?

Answer: Prohibiting Expectorating or Spitting in Public Places (*Public Health Reform*)

Round 4 (40-point questions)

1. What law explains which certificates are to be inspected by deputies of the state inspector of mines?

Answer: Prohibited in Certain Employment (*Labor Reform*)

2. What law explains what a precinct polling place is?

Answer: Concerning Primary Elections (*Government and Election Reform*)

Extra Questions:

What law says it is illegal to deposit sputum in a public conveyance?

Answer: Prohibiting Expectorating or Spitting in Public Places (*Public Health Reform*)

What law explains fees that come back when a bank retires?

Answer: Relating to Bank Depositors' Guaranty Fund (*Business Regulation*)

What law tells people what to do on the first Tuesday of August 1908?

Answer: Concerning Primary Elections (*Government and Election Reform*)

What law says the school superintendent must issue a certificate?

Answer: Prohibited in Certain Employment (*Labor Reform*)

For the Teacher

If you are using the textbook *The Kansas Journey*, you can use this lesson with pages 188-193. During this lesson students will learn about progressive contributions in a general way through activities on Day 1. Day 2 activities allow students to explore progressive contributions through primary source documents by reading the actual laws.

Using text features students can learn to read laws (a primary source) by breaking them into sections based on the purpose of each section. The activities of Day 2 provide each student with a level of “expertise” on one of the four laws being studied in this lesson. The Legal Dare game builds upon the “expert groups” created out of Day 2 activities.

The goal of the Legal Dare game is to have students apply the details they have learned about each law by linking it back to the overall progressive contributions. Teamwork is emphasized in the game, because no single person will have the expertise to answer each question unless he or she has read all of the laws.

Answer key for the **Progressive Contributions** graphic organizer:

Government and Election Reform

Problem: Some politicians managed the government for their own gain and Kansans had little choice as to who could run for office.

Solution: Laws were passed to create a direct primary election so Kansans could choose their political party’s candidates to run in the general election.

Labor Reform

Problem: Children were often forced to work long hours and in unsafe conditions and they could not go to school because of this.

Solution: Laws were passed to create safer working conditions, to restrict the types of jobs children could have, and to keep employers from hiring children under a certain age.

Public Health Reform

Problem: Germs were carried by houseflies and rats, and were spread through the use of a common drinking cup.

Solution: Laws were passed to outlaw the use of the common drinking cup, to require food production factories to be inspected, and to create educational programs so people could learn about how germs are spread.

Business Regulation

Problem: Large businesses, banks and monopolies were controlled by the politicians and investors lost money when these businesses failed.

Solution: Laws were passed to restrict these large businesses and to provide insurance for investors so they would not lose their money.

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Resources for this lesson are from:

- Kansas Historical Society collections
- Library of Congress

A Law Contributing to Government and Election Reform

CHAPTER 136 CONCERNING PRIMARY ELECTIONS.

House bill No. 337

AN ACT concerning primary elections, amending sections 1, 3 and 9 of chapter 54 of the Session Laws of the special session of 1908, and repealing said original sections 1, 3 and 9 and all acts or parts of acts in conflict herewith.

Be it enacted by the Legislature of the State of Kansas:

SECTION 1. That section 2 of chapter 54 of the Session Laws of the special session of 1908 be amended so as to read as follows: Section 1. *Definitions.* Unless inconsistent with the context, words and phrases used in this act shall be defined and construed as follows: (1) The word "primary," the primary election provided in this act; (2) the word "election," a general election, as distinguished from a primary election and applying to both city and general elections...

Sec. 2. That section 3 of chapter 54 of the Session Laws of that special session of 1908 be amended so as to read as follows: Sec. 3. *Time of holding primary.* The primary shall be held on the first Tuesday of August in 1908, and biennially thereafter, for the nomination of all candidates to be voted for at the next ensuing November election...

Sec. 3. That section 9 of chapter 54 of the Laws of the special session of 1908 be amended so as to read: Sec. 9. (1) The county clerk shall, at least two weeks before the primary, mail to each person whose nomination petitions are on file in his office, to the address given in the petition, a copy of the first issue of the county paper containing the names and addresses of those whose names will be printed on the primary ballot, and it shall not be necessary to print the sample ballots heretofore required twenty days before the primary, nor send such sample ballots to the candidates. ...

Sec. 4. In case there are nomination papers on file for more than one candidate for any state or district office, of the different parties, the secretary of state shall divide the state or district, as the case may be, into as many divisions as there may be names to go on each party ticket for any particular office. Such division shall be as near equal in votes as may be convenient without dividing any one county, and in making such division the secretary of state shall take the alphabetical list of counties in regular order until he gets the required proportion of votes cast at the last general election, and so on through the list of counties until he gets the proper proportion, and the secretary of state in certifying to the county clerk his list of names for whom nomination papers have been filed shall place one name at the head of the list in the first division of counties, and another name in the second division thereof. ...

Sec. 5. The official primary ticket shall have the following heading:

OFFICIAL PRIMARY TICKET.

General Election.

(Emblem of the Party.)

----- party.

To vote for a person whose name is printed on the ticket, make a cross X in the square at the right of the name of the person for whom you desire to vote.

To vote for a person whose name is not printed on the ticket, write his name in the blank space provided for that purpose and mark a cross X in the square to the right.

This shall be followed by the names of the persons for whom nomination papers have been filed and in the order of offices ...

Sec. 6. That sections 1, 3 and 9 of chapter 54 of the Session Laws of the special session of 1908 and all acts or parts of acts in conflict herewith are hereby repealed.

Sec. 7. This act shall take effect and be in force from and after its publication in the official state paper.

Approved February 26, 1909.

Published in official state paper February 27, 1909.

A Law Contributing to Labor Reform

CHAPTER 65. PROHIBITED IN CERTAIN EMPLOYMENT.

Senate bill No. 145.

AN ACT concerning child labor, prohibiting the employment in factories, workshops, theaters, elevators, packing-houses and mines of persons under fourteen years of age, and regulating the employment in other occupations or places of persons under sixteen years of age, and repealing chapter 278, Laws of Kansas, 1905, and providing penalties for the violation thereof.

Be it enacted by the Legislature of the State of Kansas:

SECTION 1. No child under fourteen years of age shall be at any time employed, permitted or suffered to work in, or in connection with, any factory, workshop, not owned or operated by the parent or parents of said child, theater or packinghouse, or operating elevators, or in or about any mine. It shall be unlawful for any person, firm or corporation to employ any child under fourteen years of age in any business or service whatever during the hours in which the public school is in session in the district in which said child resides.

Sec. 2. It shall be unlawful for children under sixteen years of age, who are employed in the several vocations mentioned in this act, or in the distribution or transmission of merchandise or messages to be employed before seven o'clock A. M. or after six o'clock P. M., or more than eight hours in any one calendar day, or more than forty-eight hours in any one week. No person under sixteen years of age shall be employed at any occupation nor at any place dangerous or injurious to life, limb, health or morals.

Sec. 3. All persons, firms or corporations employing children in any of the vocations mentioned in this act under sixteen years of age shall be required to first obtain a certificate of the age of such children, based upon the school census records, the same to be secured where possible from the school superintendent, principal, or teacher of the school or other person authorized by the school board to have charge of the school census records in the district or city wherein such children reside. Said certificate shall be issued without charge Such certificate or affidavit shall be sufficient protection to the employer of any child as to the age of such child, except when such employer has actual knowledge of the falsity of such certificate, and all such certificates shall be kept constantly on file in a convenient place, and shall at all times be open to inspection of the proper authorities, as provided in this act.

Sec. 4. It shall be the duty of the state factory inspector, state inspector of mines and their deputies to inspect the certificates hereinabove provided for, to examine children employed in factories, workshops, theaters, elevators, packinghouses and mines and the vocations mentioned in section 2 of this act as to their age, and to file complaints in any court of competent jurisdiction to enforce the provisions of this act, and it shall be the duty of the county attorney of the proper county to appear and prosecute all complaints so filed.

Sec. 5. Any person, firm or corporation employing any person or child in violation of any provision of this act, or permitting or conniving at such violation, shall be deemed guilty of a misdemeanor, and upon conviction thereof shall be fined in a sum of not less than twenty-five dollars nor more than one hundred dollars, or by imprisonment in the county jail not less than thirty days nor more than ninety days.

Sec. 6. That chapter 278, Laws on 1905, be and the same is hereby repealed.

Sec. 7. This act shall take effect and be in force from and after its publication in the statute-book.

Approved February 9, 1909.

A Law Contributing to Public Health Reform

CHAPTER 122.

PROHIBITING EXPECTORATING OR SPITTING IN PUBLIC PLACES

House bill No. 208.

AN ACT prohibiting expectorating or spitting in public places, buildings, theaters, railways and street cars, and other public conveyances, and requiring a sufficient number of spittoons or cuspidors to be provided in smoking compartments and smoking cars when so requested, and prohibiting the dry sweeping of railroad coaches or the cars on any electric or interurban lines, and also requiring the posting of copies of this act, and to provide penalties, and conferring power on the State Board of Health.

Be it enacted by the Legislature of the State of Kansas:

SECTION 1. That no person shall spit, expectorate or deposit any sputum, upon the floor, stairway, or upon any part of any theater, public hall or building, or upon the floor or any part of any railroad car or street car or upon the floor or any part of any car of interurban or suburban railway, or any other public conveyance in the state of Kansas, or upon any sidewalk abutting on any public street, alley or lane of any town or city in the state of Kansas; and it is hereby made the duty of the owner or lessee of every theater, public hall or building in the state of Kansas to provide every such theater, public hall or building with a sufficient number of spittoons or cuspidors.

Sec. 2. The dry sweeping of railroad coaches or the cars on any electric or interurban coach while in transit and containing passengers is prohibited. Any person or corporation violating this section shall, upon conviction, be guilty of a misdemeanor and be fined a sum not exceeding one hundred dollars.

Sec. 3. It is further provided that every railroad company shall provide in each smoking compartment or smoking car, when so requested, as many cuspidors or spittoons as may be necessary for the convenience of passengers. In so far as this act relates to the public health, power is given to the State Board of Health to enforce the same.

Sec. 4. Any person violating any provision of this law, not otherwise provided for, shall upon conviction be fined in a sum not less than one nor more than five dollars, and in default of payment be imprisoned in the city or county jail for not more than five days.

Sec. 5. It is further provided that printed copies of this act shall be posted conspicuously in all public places, buildings, theaters, railway and public street cars.

Sec. 6. This act shall be in force and effect from and after its publication in the statute-book.

Approved March 12, 1909.

A Law Contributing to Business Regulation Reform

CHAPTER 61. RELATING TO BANK DEPOSITORS' GUARANTY FUND.

Senate bill No. 408.

AN ACT amending sections 542, 543 and 545 of the General Statutes of 1909, relating to the bank depositors guaranty fund in the state of Kansas, and repealing said original sections.

Be it enacted by the Legislature of the State of Kansas:

SECTION 1. That section 542 of the General Statutes of 1909 be amended to read as follows: Sec. 542. All deposits not otherwise secured shall be guaranteed by this act. The guaranty as provided for in this act shall not apply to a bank's obligation as endorser upon bills rediscounted, nor to bills payable, nor to money borrowed from its correspondents or others. Each guarantee bank shall certify under oath to the bank commissioner at the date of each called statement the amount of money it has on deposit not eligible to guaranty under the provisions of this act, and in assessing such bank this amount shall be deducted from the total deposits.

Sec. 2. That section 543 of the General Statutes of 1909 be amended so as to read as follows: Sec. 543. Each guaranteed bank, and each state or private bank not guaranteed by this act, shall keep a correct record of the interest rate and terms of each deposit on which it has paid or agreed to pay interest, and shall make a statement thereof under oath to the bank commissioner quarterly. After the passage of this act any officer of any bank who shall pay interest on different terms or in excess of a rate (which rate shall be uniform within each county) that shall be approved by the bank commissioner from time to time, on any form of deposits or pays any interest on any savings deposit withdrawn before July 1, or January 1, next following the date of the deposit, or on any time certificate cashed before maturity, shall be deemed to be reckless and may be removed from office as provided by law, and such bank shall not be permitted to participate in the benefits of this act; provided, however, that any existing contract for higher rates of interest entered into before the passage of this act may be carried out unimpaired, and such existing contract shall not disqualify a bank from participating in the benefits of this act. ... Any managing editor of any bank, or any person acting in its behalf or for its benefit, who shall display any card or advertisement, or make any statement to the effect that its deposits are guaranteed by the bank depositors guaranty fund of the state of Kansas, when the bank is not authorized to so do under the provisions of this act, shall be guilty of a misdemeanor, and upon conviction thereof, shall be subject to a fine of not less than five hundred dollars nor more than one thousand dollars.

Sec. 3. That section 545 of the General Statutes of 1909 be amended so as to read as follows: Sec. 545. A solvent guaranteed bank, upon retiring from business and liquidating its affairs, shall be entitled to receive back from the state treasurer its bond or money pledged, after all depositors in such bank and all assessments on account of the guaranteed banks in liquidation have been paid in full, but not any part of any unused assessments that may be in the bank depositors guaranty fund.

Sec. 4. Original sections 542, 543 and 545 of the General Statutes of the state of Kansas of 1909 are hereby repealed.

Sec. 5. This act shall take effect and be in force on and after its publication in the official state paper.

Approved February 27, 1911.

Published in official state paper February 28, 1911.

Name: _____

Progressive Contributions

	Problem		Solution
Government and Election Reform		→	
Labor Reform		→	
Public Health Reform		→	
Business Regulation		→	

Name: _____

Dissecting a Law

Be prepared to report to the class a summary of the law. Use bullet points to help organize your thoughts.

The diagram is a large rectangular frame containing a central, irregularly shaped box. This central box is labeled "Title, Chapter, Year:". Surrounding this central box are seven other sections, each labeled "Section 1" through "Section 7". The sections are arranged as follows: "Section 1" is at the top left, "Section 2" is at the top right, "Section 3" is on the right side, "Section 4" is at the bottom right, "Section 5" is at the bottom left, "Section 6" is on the left side, and "Section 7" is at the top left, overlapping with "Section 1". The sections are separated by thick black lines that form a complex, interconnected web around the central box.

Name: _____

What Do Those Words Mean?

Write down the words you do not know. Write what you think that word means, then look up the dictionary definition.

Word	What I think it means	Dictionary definition